



Great Falls Elementary

301 Dearborn Street
Great Falls, South Carolina

Grades	PK-5 Elementary School	
Enrollment	436 Students	
Principal	Jerry Digh	803-482-2214
Superintendent	Mr. Larry B. Heath	803-385-6122
Board Chair	Dr. Richard Hughes	803-581-7522

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	Average
2005	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

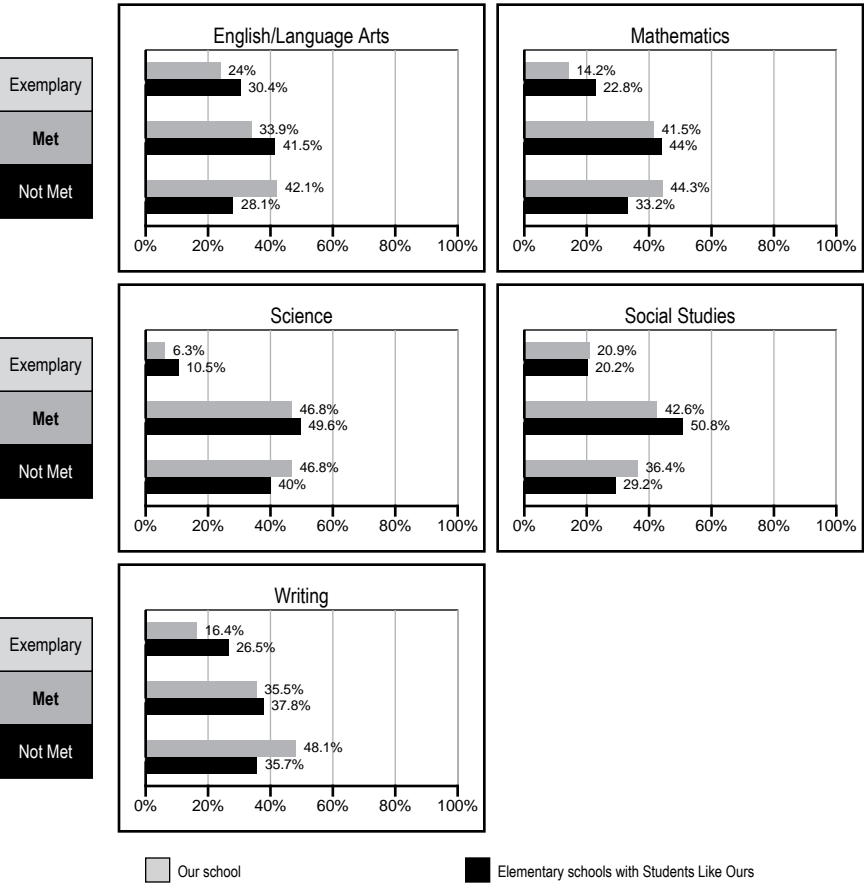
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	9	91	17	1

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=436)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Down from 5.3%	2.4%	1.9%
Attendance rate	95.2%	No Change	96.1%	96.3%
Eligible for gifted and talented	9.0%	Down from 10.4%	7.4%	10.0%
With disabilities other than speech	9.0%	Down from 11.2%	9.0%	7.7%
Older than usual for grade	3.4%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.6%	Up from 0.2%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	66.7%	No Change	57.7%	59.4%
Continuing contract teachers	80.0%	Up from 78.8%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.5%	Down from 85.8%	86.4%	85.9%
Teacher attendance rate	95.2%	Up from 94.5%	95.0%	95.1%
Average teacher salary*	\$48,574	Down 2.7%	\$46,608	\$47,149
Professional development days/teacher	10.8 days	Up from 10.5 days	11.7 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.4 to 1	18.6 to 1	18.8 to 1
Prime instructional time	88.8%	Up from 87.0%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,226	Down 6.2%	\$7,465	\$7,458
Percent of expenditures for instruction**	69.1%	Up from 68.3%	68.7%	68.8%
Percent of expenditures for teacher salaries**	65.9%	Up from 61.9%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Great Falls Elementary School is a Title I school located in rural southeastern Chester County with 442 students in Pre-Kindergarten through fifth grade. The current free/reduced percentage of students is 76.7%. Great Falls Elementary School employs six National Board Certified teachers, which accounts for 27% of teachers in kindergarten through fifth grades.

This year, in conjunction with Title I requirements, GFE voluntarily participated in the External Review Team Liaison (ERTL) program, typically set aside for those schools with Unsatisfactory Absolute ratings on PACT. As part of the process, the school created a Focused School Renewal Plan (FSRP). State Department of Education consultant, Dr. Sherrill Jaco, partnered with GFE and helped to establish and oversee the FSRP process.

Current plans for the Plan for Restructuring at GFE for the 2009-10 school year include increasing the time for the instructional day by 30 minutes, and training of staff in becoming a Professional Learning Community, which emphasizes collaboration, a focus on results, and common grade level assessments.

With programs, supplies, and materials obtained with Title I Subgrant funds, GFE will attempt to close the achievement gap among student subgroups and achieve Adequately Yearly Progress as determined by the legislation known as No Child Left Behind.

At the same time, Great Falls Elementary strives to create a safe, warm, inviting atmosphere, where all students are valued for their varied strengths and talents. The arts programs at Great Falls Elementary are integral and vital components of the curriculum.

Mr. Jerry Digh, Principal
Mrs. Tonya Weir, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	60	50
Percent satisfied with learning environment	93.8%	85.0%	89.6%
Percent satisfied with social and physical environment	93.8%	84.7%	87.8%
Percent satisfied with school-home relations	87.5%	81.7%	94.0%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	21.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	201	100	41.6	34.1	24.3	71.9	73.2	82.8	Yes	Yes
Gender										
Male	109	100	43.4	28.3	28.3	68.7	69.4	79.3	N/A	N/A
Female	92	100	39.5	40.7	19.8	75.6	77.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	126	100	36	31.6	32.5	75.4	80.9	89.5	Yes	Yes
African American	72	100	51.4	37.1	11.4	65.7	64.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	2	I/S	N/A	N/A	N/A	N/A	82.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	33	100	75	17.9	7.1	35.7	44.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	133	100	53.7	31.4	14.9	63.6	66.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	201	100	43.8	42.2	14.1	68.6	71.4	78.9	Yes	Yes
Gender										
Male	109	100	40.4	41.4	18.2	70.7	70	77	N/A	N/A
Female	92	100	47.7	43	9.3	66.3	72.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	126	100	36.8	42.1	21.1	75.4	79.8	87.2	Yes	Yes
African American	72	100	55.7	41.4	2.9	57.1	62.3	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.9	93	I/S	I/S
Hispanic	2	I/S	N/A	N/A	N/A	N/A	75.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	33	100	71.4	21.4	7.1	39.3	37.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	133	100	52.1	41.3	6.6	60.3	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	140	100	46.5	46.5	7.1	53.5	54.9	67.5
Gender								
Male	77	100	40.6	49.3	10.1	59.4	55.2	67
Female	63	100	53.4	43.1	3.4	46.6	54.5	68
Racial/Ethnic Group								
White	94	100	40.5	48.8	10.7	59.5	67.6	79.5
African American	43	100	N/AV	N/AV	N/AV	42.9	40.6	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	2	I/S	N/A	N/A	N/A	N/A	61.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	23	100	63.2	31.6	5.3	36.8	31	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	59.6
Socio-Economic Status								
Subsided meals	91	100	57.5	37.5	5	42.5	44.8	55.1

Social Studies

All Students	140	100	36.2	43.1	20.8	63.8	63	72.3
Gender								
Male	75	100	31.9	44.9	23.2	68.1	63.5	71.5
Female	65	100	41	41	18	59	62.5	73.2
Racial/Ethnic Group								
White	86	100	34.2	36.7	29.1	65.8	70.4	80.7
African American	52	100	40	52	8	60	54.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	1	I/S	N/A	N/A	N/A	N/A	78.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	23	100	75	20	5	25	41	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	67.9
Socio-Economic Status								
Subsided meals	95	100	45.5	42	12.5	54.5	54.8	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	200	98.5	48.1	35.5	16.4	51.9	58.7	70.2	95.2	95.5
Gender										
Male	108	97.2	53.6	30.9	15.5	46.4	52	63.2	94.7	95.2
Female	92	100	41.9	40.7	17.4	58.1	65.8	77.5	95.8	95.9
Racial/Ethnic Group										
White	124	98.4	44.2	36.3	19.5	55.8	68	79.1	95	95.1
African American	73	98.6	53.6	34.8	11.6	46.4	48.4	57.6	95.7	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	72.7	86.2	97.5	96.3
Hispanic	2	I/S	N/A	N/A	N/A	N/A	72.4	62.6	89.7	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.3
Disability Status										
Disabled	33	93.9	82.1	14.3	3.6	17.9	13.9	26.1	94.4	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.2	61.2	N/A	96.3
Socio-Economic Status										
Subsidized meals	132	97.7	58.8	33.6	7.6	41.2	49	58.9	94.8	95.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	54	100	34	28	38	66
	4	79	100	45.8	34.7	19.4	54.2
	5	68	100	42.9	38.1	19	57.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2009	3	54	100	34	46	20	66
	4	79	100	43.1	38.9	18.1	56.9
	5	68	100	52.4	42.9	4.8	47.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2009	3	27	100	44	48	8	56
	4	79	100	50	41.7	8.3	50
	5	34	100	40	56.7	3.3	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Social Studies

2009	3	27	100	28	40	32	72
	4	79	100	37.5	44.4	18.1	62.5
	5	34	100	39.4	42.4	18.2	60.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2009	3	55	98.2	49	30.6	20.4	51
	4	78	98.7	45.8	37.5	16.7	54.2
	5	67	98.5	50	37.1	12.9	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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